

**THE INFLUENCE OF COLLABORATIVE WRITING TECHNIQUE
TOWARDS STUDENTS' PROCEDURE TEXT WRITING ABILITY AT
THE FIRST SEMESTER OF THE TWELFTH GRADE OF MA AL-
HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2018/2019**



**An Undergraduate Thesis
Submitted as a Partial Fulfillment of
Requirements for S1-Degree**

By

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2018/2019**

ABSTRACT

THE INFLUENCE OF COLLABORATIVE WRITING TECHNIQUE TOWARDS STUDENTS' PROCEDURE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF TWELFTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019

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Writing is a skill to express ideas, feelings, and thought that are arranged in words, sentence in paragraph by using eyes, barain, and hand. Based on preliminary research at MA AL-Hikmah Bandar Lampung , it was found that most of students at the twelfth grade of MA AL-Hikmah Bandar Lampung difficulties in writing especially in procedure text. The objective of the research was to know whether there was significant influence of using collaborative writing technique towards students' procedure text writing ability at the Twelfth Grade of MA AL-Hikmah Bandar Lampung or not.

The researcher metodology used quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used collaborative writing technique, where as in control class the researcher used free writing technique. Each class received the same pre-test and post-test. The population of this research was the twelfth grade of MA AL-Hikmah Bandar Lampung. The samples of this research were 2 classes consisting of 56 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there is a influence of using collaborative writing towards students' procedure text writing ability at the first semester of twelfth grade of MA AL-Hikmah Bandar Lampung in academic year 2018/2019. From the data anaysis computed by using SPSS, it was obtained that $Sig = 0.007$ and $\alpha = 0.05$. Its means H_a is accepted because $Sig < \alpha = 0.007 < \alpha = 0.05$. Therefore, there is a significant influence of using collaborative writing technique towards students' procedure wrting ability at the first semester of twelfth grade of MA AL-Hikmah Bandar Lampung in academic year 2018/2019.

Keywords: *Collaborative writing technique, writing ability, procedure text, quasi experimental design.*



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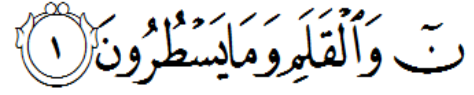
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MOTTO



“Nun. By the pen and what they inscribe (QS. Al Qalam : 1)”¹



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation* (India, New Johar Offset Printers, 2006) 1219.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Collaborative Writing Technique Toward Students’ Procedure Text Writing Ability at MA AL-Hikmah Bandar Lampung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

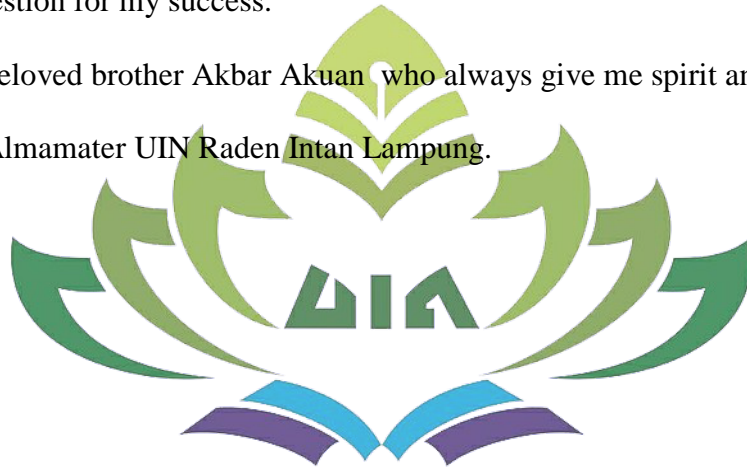


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DEDICATION

I would like to dedicate this thesis to all my beloved people:

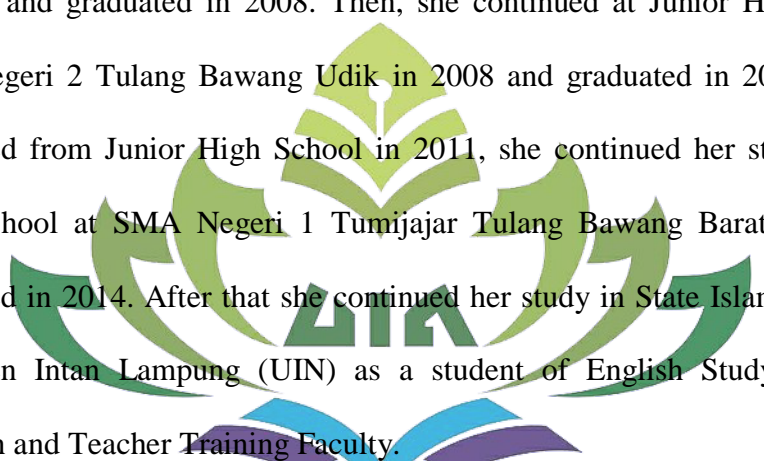
1. My beloved parents, Mr. Barmawi (St. Mangku Jaya) and Mrs. Nurhani who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved sisters Abrina and Asriana who always give me spirit and suggestion for my success.
3. My beloved brother Akbar Akuan who always give me spirit and motivation.
4. My Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Citra Maharani. Her nick name is Citra. She was born in Jakarta, on March 18th, 1997. She is the youngest child of Mr. St. Mangku Jaya and Mrs. Nurhani. She has two sisters namely Abrina and Asriana and one brother namely Akbar Akuan.

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This thesis entitled “The Influence of Collaborative Writing Toward Students’ Procedure Text Writing Ability at the Second Semester of MA AL-Hikmah Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a set rules used by human as tool of their communication.¹ It is used to communicate ideas, feelings, beliefs, loves, knowledge and culture, among the member of speech community to each other. The function of the language is so important for human life. It is the reason why it is a central of human's interest of scientific to study.² It means that language is important for human because without language, people cannot interact and cannot live perfectly as human being. In other words, language is important tool of communication. People need language to communicate in doing daily activities and making interactions to other people in their life.

Richards and Rodgers states that today, English is the world's most widely studied foreign language.³ English is one of international languages that is used and studied all over the world. English has essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country. In formal school,

¹Sanggam Siahaan, *The English Paragraph* (Yogyakarta:GrahaIlmu, 2008), p.1

²Sanggam Siahaan, *Issue In Linguistics*(Yogyakarta:GrahaIlmu, 2008),p.185

³ Jack C. Richards and Theodore S. Rodgers, 1986, *Approaches and Method in Language Teaching*,(Cambridge: Cambridge University Press) p.1

Based on syllabus English is taught since elementary even play group. English has also become a compulsory subject for junior and senior high school. English has four basic skills. They are listening, speaking, reading, and writing. Listening and reading are receptive skills, and speaking and writing are productive skills.

Writing is one of the skills to be achieved in English language learning. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.⁴ He also said writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind.⁵ Based on that explanation, the researcher assumes that writing is one of most important skills should be mastered by the students because by using writing the students be able to express their ideas, experience, thoughts and their feeling into written form.

Writing is a thinking process. The process consists of some stages to reach the goal. Writing is a two-steps process. First, you figure out your meaning, and then you put into language.⁶ Writing as a process of expressing idea our thoughts in words should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it.⁷ Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words,

⁴ Jeremy Harmer, *How to Teach Writing*, 4th Ed (Longman, Edinburgh Gate, 2007), p.31

⁵Jeremy Harmer, *Ibid*

⁶ Elbow in Douglas Brown, 1994, *teaching by principle, An interaction approach to language, pedagogy*, (prentice hall, New Jersey), p.361.

⁷Lea Sutanto, *Essay writing*, (Yogyakarta, Andi, 2007), p.1.

sentence and paragraph by using eyes, brain and hand.⁸ It means that writing is a skill of a writer to communicate to the readers.

Based on Spekova and Hurt about teachers' attitude to skills and writing process in Latvia and Portugal, they said that writing is the most difficult skill in English.⁹ According to Byrne why writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three headings – psychological, linguistics and cognitive – although these inevitably overlap to some extent. 1) Psychological problems. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. 2) Linguistics problems. In writing, the writers have to compensate for the absence of these features. The writers have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence. Structure and by the way our sentences are linked together and sequenced, that the text that produced can be interpreted on its own. 3) Cognitive problems. Writing, on the other hand, is learnt through a process of instruction. The writers have to master the written form of the languages and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing.

⁸ Ann Raimes, *Technique in Teaching Writing*, Oxford University press, Now York, 1983, p.2

⁹ <http://web.letas.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, march 17, 2018)

From this teori the researcher can relate with the data identification of the problem, Psychological related with the students' find difficulties to express their idea in written form and the students' feel bored in learning writing. Linguistic related with the students' vocabulary is low and the students' are difficult to apply grammars that used in procedure text. Cognitive related with the teachers' technique was not interesting.

The writers also have to learn how to organize their ideas in such a way that they can be understand by a reader who is not present and perhaps by a reader who is not known to us.¹⁰ In addition, writing is not only master grammar and vocabularies, but also part of classes and kinds of text.

To know the students' problems the researcher did preliminary research in MA AL-Hikmah Bandar Lampung by interviewing the English teacher the researcher found that the students' ability in English lesson at MA Al-Hikmah Bandar lampung need to be improved especially in writing. The teacher said that most of the twelfth grade students of MA Al-Hikmah Bandar lampung experienced they are difficulties of writing. The students' could not write well because the they did not know many vocabularies, they were difficult to develop word become paragraph and do not know how to express their ideas to write.¹¹

After the researcher got the information from the teacher and the students. The researcher found some factors of students' problem in learning

¹⁰Donn Byrne, *Teaching Writing skills*, England: Longman, 1984, p. 3-5.

¹¹Yayan mulyana, S.Pd. february 2018, an English Teacher at MA-Alhikmah Bandar Lampung

English. They said that difficulties it in express their idea in written form, they felt bored in learning English especially in learning writing, the students' difficult to apply grammars that is used in procedure text, the students did not have much vocabularies to write and teacher's teaching way is not interesting.¹² (see Appendix 1)

From the result of interview with the teacher and the students about English subject the researcher found that the students' ability in English lesson at MA Al-Hikmah Bandar Lampung need to be improved, especially in writing procedure text. It could be seen from students' English score in writing procedure text. Almost of students' writing score is lower than 70. It can be seen on the table 1.

Table 1
The Students' Score of Writing Procedure Text at the Twelfth Grade of MA Al-Hikmah Bandar Lampung

Number	Class	Students' Score				Number of Students
		<70		≥70		
		Male	Female	Male	Female	
1	XII IIA	7	8	4	9	28
2	XII IIS	5	11	6	6	28
3	XII MIA	8	12	5	5	30
Total		20	31	15	20	86
Percentage		23,25%	36,04%	17,44	23,25%	100%

Source: Document of the English Writing Score of Twelfth Grade of MA Al-Hikmah Bandar Lampung¹³.

From Table 1 it can be seen that from eighty-six students of twelfth grade of MA-Alhikmah Bandar lampung there are 50 students (59.29%) get score under

¹² Students of MA Al-Hikmah Bandar Lampung , Interview, February 2018 (Unpublished)

¹³Yayan Mulyana, Document of the English Writing Score of twelfth Grade MA Al-Hikmah Bandar Lampung, 2018

70. Because the criteria of standart minimum mastery score of English subject at that school is 70. It indicates that most students still face difficulties in writing.

Reffering to that explanation, this research can be concluded that in increasing their writing ability the teacher should use various effective method or technique to improve students' writing ability especially in procedure text because the old method used by the teacher it not make students interesting. There are many kinds of technique or method that could be used in teaching and learning, particularly in writing. One of them is collaborative writing. The researcher choose the collaborative writing because many advantages from the technique. In collaborative writing the students' can work together to teach one another, and they alternate between the roles of students and teacher. According to Graham and Perin collaborative writing is a technique where students works together to plan, draft, reflect and revise their compositions, it needs to students' involvement when they are working as a team.¹⁴

Collaborative writing has many advantages as a functional unit of collaborative learning. Sherman states that in collaborative writing, the students' are relying on peers for learning.¹⁵ It means that students work together to teach one another, and they alternate between the roles of students and teacher. This technique combines elements of both motivation and cognitive approaches to collaboration. The technique also promotes cognitive processing of material using activities that are strongly linked to achievement.

¹⁴Graham and Perin, Dolores. *Writing Next: Effective Strategi to Improve Writing of Adolescents in Middle and High School*. New York: Aliance. P.4

¹⁵Sherman. *Constructivist Pedagogy for Teaching Educational Psychology*, Available at: <http://www.users.muohio.edu/shermalw/aera91aa.html#dec>.

There are some researcher who have done a research about collaborative writing. The first researcher was Supiani, based on the preliminary research of the students' of grade VIII of SMPN 1 Palaihiri, she found the result of the pre-test was unsatisfactory. The students had low ability in writing. The mean writing scores in preliminary test was low (53.36). It is still far from the minimum requirement criterion or *Kriteria Ketuntasan Minimal (KKM)*. Furthermore, after teaching students by using collaborative writing, it was found that the students could follow the writing steps well which could help them to make their writing to be better. Besides, the students' behavior in writing changed and improved their motivation as well. Moreover, they were actively involved in pair work and the classroom situation become lively and also increase the students' participation.¹⁶

The second research was conducted by Utami discussing about "Improving Students' Writing Skill on Recount Text through Collaborative Writing Technique towards Students' Eight Grade of SMP N 2 Sentolo in Academic Year 2011/2012 ". The result was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students' achievement in writing recount text by applying the application of Collaborative Writing Technique. It can be seen from the improvement of mean of students' score, namely: the mean of first evaluation (62.14) sharply increased to the mean of second and third evaluation, which have 71.55 and 77.09 respectively score continuously improve from the first evaluation to

¹⁶Supiani, *Improving Students' Writing Ability in Writing Descriptive Text Throught Collaborative Writing Technique*(online), URL: <https://eprints.uns.ac.id/8132/1/220830911201110441.pdf> accessed on March 12th 2018.

the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of Collaborative Writing Technique. Questionnaire and interview report shows that the students agree that the application of Collaborative Writing Technique have helped them in writing recount text. It can be concluded that the application of Collaborative Writing Technique significantly improves students' achievement in writing recount text.¹⁷

Based on those explanations, there is difference between those previous research and present research. The first previous research used Collaborative Writing Technique towards students' writing descriptive text, and the second previous research used Collaborative Writing Technique to improving students' writing recount text. While the present research, the researcher used Collaborative Writing technique towards students' writing in procedure text.

From that statement above this research can be concluded that the students' can be improved writing skill by using collaborative writing technique. The students can work together and share about their idea in their group. The students can create positive relationship when they work in groups and this may change their attitude towards learning. They will have multiple pair of eyes to proofread the writing. Creativity can be achieved when multiple writers brainstorm with each other. It can increase the amount of combined knowledge of the writer on the group.

¹⁷ Amrih Bkti Utami, Yogyakarta University. *Improving Students' Writing Skill on Recount Text through Collaborative Writing Technique*(online)
https://jurnal.fkip.uny.ac.id/index.php/bhs_inggris/article/view/7933. was accassed on march 17th 2018

Based on to that explanation above, this research used collaborative writing technique in teaching learning writing procedure text. So, this research was conducted an experimental research entitled “The Influence of Collaborative Writing technique towards Students’ Writing Procedure Text at the Twelfth Grade of MA Al-Hikmah Bandar Lampung in the first semester of 2018/2019”.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems of this research as follows:

1. The students find difficulties to express their idea in written form.
2. The students vocabulary is low.
3. The students are difficult to apply grammars that is used in procedure text .
4. The students feel bored in learning writing.
5. The teacher’s technique was not interesting.

C. Limitation of the Problem

Based on the background and the identification of the problem, the researcher focuses on the influence of collaborative writing technique toward students’ procedure text writing ability at the twelfth grade of MA Al-Hikmah Bandar Lampung in the first semester of 2018/2019.

D. Formulation of the Problem

Referring to identification and limitation of that problem, the problem can be formulated into: Is there any significant Influence of Collaborative Writing Technique toward Students' Procedure Text Writing Ability at the Twelfth grade of MA AL-Hikmah in the first semester of 2018/2019?

E. Objective of the Research

Related to formulation of the problem, the objective of the research is to know whether there is significant influence of Collaborative writing technique toward students' procedure text writing ability at the Twelfth grade of MA AL-Hikmah in the first semester of 2018/2019 or not.

F. Significance of the Research

1. Theoretical Contribution

For the theoretically contribution, the results of this research is expected to support the previous theories about the influence of using collaborative writing technique towards students' procedure text writing ability.

2. Practical Contribution

For practical contribution, the results of this research are expected to the teacher can use collaborative writing method in teaching writing procedure text, and the students' can increase their procedure text writing ability through collaborative writing technique.

G. Scope of the Research

1. The subject of the research

The subject of the research was students' of the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung academic year of 2018/2019.

2. Object of the research

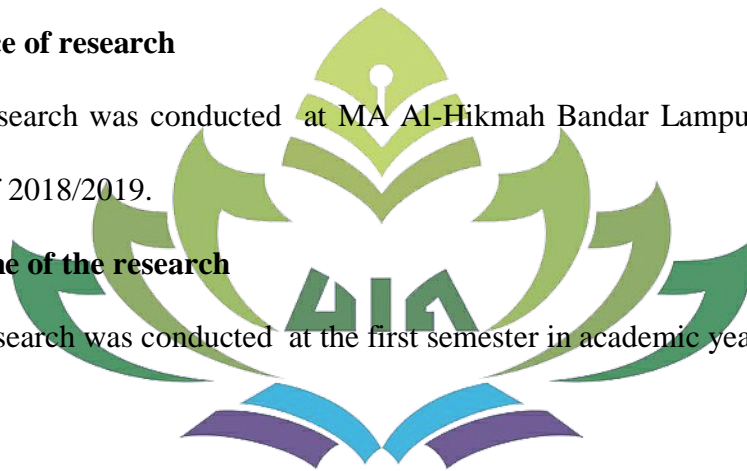
The object of the research was students' writing in procedure text and collaborative writing technique towards students' writing in procedure text at twelfth grade in the first semester in academic year of 2018/2019.

3. Place of research

The research was conducted at MA Al-Hikmah Bandar Lampung in academic year of 2018/2019.

4. Time of the research

The research was conducted at the first semester in academic year of 2018/2019



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

Writing is one of the language skill should be mastered by the students. Writing is one way to send the message or information from the writer to the reader. Harmer says that writing is language skill that involves language production.¹ It means that writing is one the way to convey the ideas into written form which arrange the word into a good idea in paragraph. Writing is the skill of a writer to communicate information to reader.

According to Harmer, “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus and the teaching of English”.² It means that writing is a skill that very important in learning English and also the one skill that is used to assess the students’ achievement of English in school.

Furthermore, writing is an expression and feelings from the writer’s mind, It happens naturally so it needs to be developed and to develop them the writer should be master the components of language. After the students master them, they can create and arrange good sentences in their writing, so the reader will get the pointor idea from the result of the students’ writing. Writing is activity to express and put on the ideas or thought on written form. In addition, Harmer said

¹ Jeremy Harmer, *The practice of English Language Teaching*, (Longman, 2001),P.246

² Jeremy Harmer, *Op. Cit.*, P.31

that writing is a process, because it goes through many stages.³ It can be said that when we are trying to write something, we need some steps.

Based on that definitions, writing is a skill that very important in learning English . By writing, we can share our ideas, feelings, or anything that exist in our mind. Therefore, students who want to be able to write a good writing, they must learn to write regularly. Writing is not instant process. There are some steps of writing based on Harmer, they are:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of conciousness about what food is needed before writing it on the piece of paper.⁴In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts maybe produced on the way to

³ Jeremy Harmer, *Op. Cit.*, P.4

⁴Jeremy Harmer, *Op. Cit.*,

the final version.⁵ In this step, we try to write our ideas into paper. Keep writing so that our ideas can be developed even if what we write is wrong in spelling, grammar or punctuation, for we will do the next step of writing process, because we will continue the next process of editing.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around it write a new introduction.⁶ In this step, we see our own writing wholly about punctuation, spelling and grammar, besides the content it self.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.⁷ In this step, the writer produces a final version that has been edited in the previous steps.

In the case point, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes is important to be done. Step by step give have different function in producing writing.

⁵ Jeremy Harmer, *Op. Cit.*,P.5

⁶ Jeremy Harmer, *Op. Cit.*,

¹⁴ Jeremy Harmer, *Op. Cit.*,

Based on that definition of writing, the researcher concludes that writing is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader which requires some stages in writing.

B. Concept of Writing Ability

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan says that writing is the skill of a writer to communicate information to a reader in the written text.⁸ It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble says that there are five scoring criteria for scoring of writing, namely: (1) Fulfillment and content (the ability to think creatively and develop thoughts), (2) Organization (the ability to write in appropriate manner), (3) Vocabulary (the ability to use of word or idiom), (4) Language (the ability to write in appropriate structure), (5) Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).⁹

Writing ability is one of the most important skills that should be mastered. If we are able to write well, it means that we are able to communicate effectively.¹⁰ The reader can get the information from the writer about something explained through writing.

⁸Sanggam Siahaan, *Issues in linguistics*, (Yogyakarta: Graha Ilmu, 2008), P.215

⁹ Christopher Tribble, *Language Teaching Writing*, (Oxford University, 1996), P.130

¹⁰ International and Pan-American Copyright Convention, *Junior Skill Builders: Writing in 15 minutes a day*, (USA: Learning Express, 2008), P.1

Based on that explanation, the researcher concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

C. The Concept of Teaching Writing

Harmer said that by far the most important reason for teaching writing, of course, is that it is a basic language skill. Therefore, teaching writing to students of English is more important than other language skills.¹¹ Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However many teacher agree that in the classroom, writing should be given much attention as reading, speaking and listening. Yet many teachers and students alike consider writing to be most difficult subject of language skill to learn.

Based on that statements, the researcher conclude that teaching writing text is very important, however, learning is not easy because the students should learn some of components, like : structure, spelling punctuation. The teacher can teach writing easily to make the students be able to learn. Good performance can help the teacher to send the materially perfectly. Brown said that there are five types of writing class performance.

¹¹ Jeremy Harmer, *How to Teach English*, (New York: Longman, 2004). P.31

1. Imitative or writing down

At the beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the convention of the orthographic code.

2. Intensive, or controlled

Writing is sometimes used as production mode for learning, reinforcing or testing grammatical concept, this intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

3. Self writing

A significant proportion of classroom writing may be devoted to self writing or writing with only the self in mind as an audience.

4. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve element of display.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those messages. There are subcategories illustrate how reality can be injected, they are;

a) Academic

groups of students exchange information in written form. such as in group assignments and combining them into one then conducting peer-editing activities

b) Vocational/technical

This type is usually done by people who have to learn English because of the demands of the job, such as letter forms, blank filling or making procedures for a device or something

c) Personal

This type of writing includes diary, letter. ¹²

From that statements, it can be concluded that the teacher can use classroom performance to make students enjoy in the learning process and controlled. In learning process the researcher used real writing and intensive or controlled because in classroom performance not only make students' enjoy in learning proses but must insentive or controlled. The types of classroom writing are imitative or writing down, intensive or controlled, self writing, display writing, and real writing. Then, the teacher should find an appropriate technique in teaching procedure text writing ability to the students, in order to develop their writing ability.

¹²H.Douglas Brown, *Teaching by Principle An Interactive approach To Language Pedagogy, Second Edition*, (London: Longman, Ine, 1994), PP.343-346

D. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.¹³ It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁴ It means that text is used as a communication by the writer with organized the structure off text on grammatical of words, clauses, and sentences.

In short, text is an original word of something written, printed, or spoken to give information about something for one people to another.

E. Text Type

According English syllabus of school based Curriculum (K13), the teaching of writing for students of senior high school involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching writing of students. Each of these texts has its own characteristics and function. Students should have know ledge of these texts. The example genres of the texts are :¹⁵

¹³ Mark Anderson, Kathy Anderson, *Text Type in English*, (Shout Yarra: Mackmillan, Education Australia 1997), P.1

¹⁴ Ken Hyland, *Teaching and Researching Writing, Second Edition*, (Edinburgh Gate: Pearson Education Limited), 2009), P.8

¹⁵ Linda Gerot and peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), P.192-204

1. Narrative

To amuse, entertain and to deal with actual or various experience in different ways.

2. News Story/Items

Factual text which inform the reader events of the day which are considered newsworthy or important.

3. Anecdote

To share with others an account of an unusual or amusing incident.

4. Recount

To retell an event for the purpose of informing or entertaining.

5. Spoof

To retell an event with humorous twist.

6. Procedure

To explain how something is accomplished through a sequence of actions of actions or steps.

7. Explanation

To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

8. Report

To explain the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

9. Description:



To describe a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.

10. Analytical Exposition

To persuade the readers or listeners that something is the case.

11. Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case.

12. Discussion

To present (at least) two points of view about an issues.

13. Review

To critique an art work or event for a public audience.¹⁶

Based on that explanation, the researcher concludes many genres of text, they are: story genres and factual genres. Story genres consist of: narrative, news story, anecdote, recount, and spoof. Besides factual genre consist of: procedure, explanation, report, exposition, discussion, description, and review. In this case, the researcher only focuses in students' procedure text writing ability because base on syllabus procedure text as the form of writing that will be investigated because this kind of writing form will be concluded as the material should be learned by the students for the twelfth grade.

Concept of Procedure Text

1. Definition of Procedure Text

¹⁶ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), PP.192-220

Procedure text is any written English Text in which the writer describes how something is accomplished through a sequence of action or step.¹⁷ Anderson and Kathy say that a procedure is a piece of text that tells how to do something.¹⁸ It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal. To arrange a good procedure text, the text organization should be applied in writing procedure text.

2. Generic Structure of Procedure Text

Anderson and Kathy say that there three components of generic structure of a procedure text, namely;¹⁹

1. Goal/aim (or title). Goal is title of the text and predict the conclusion that may occur.
2. Material/ingredients is a tool or anything which needed in the process in the step, precise information, (how long, how many, and what type)
3. Step is ways, method or what you should do.

Based on the explanation the researcher concluded that the generic structure of procedure text are : (1) the purpose is clearly stated at begining. (2) the material/ingredients are listed in chronological (3) Step what you should do in make something.

¹⁷SanggamSiahaan, KisnoShinoda, *Generic Text Structure*, Grahailmu, 2007, P.81

¹⁸Anderson, Mark and Anderson. Kathy, 1998, *Text Type in English 3*. South Yarra: Macmillan Education Australia PTY LTD, P.2

¹⁹Mark Anderson and Kathy Anderson, 1997, *Text Types in English 2*, (South Yarra: Machmillan Education Malaysia.),p.53

3. Example of Procedure Text

GOAL	How make a tomato soup
INGRIDIENTS	<p>4 larger tomatoes</p> <p>spices</p> <p>1 small onion</p> <p>½ teaspoon of salt</p> <p>8 cups of water</p> <p>¼ teaspoon of pepper</p> <p>1 small clove of garlic</p> <p>¼ teaspoon of butter</p>
PROCEDURE	<ol style="list-style-type: none"> 1. Cut the tomatoes, onion, and garlic into small pieces. 2. Fry them in a pan with the butter for five minutes 3. Add the water, spices, salt and pepper. 4. Heat it until the water boils 5. Turn down the heat and cover the pan with its gently four one hour

Based on that explanation about the procedure text, the writer takes conclusion that the procedure text is a text that tells about how to do something through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials/ingredients, and procedure or steps.

F. Concept of Collaborative Writing

1. Definition of Collaborative Writing

According to Shehadeh writing in foreign language classroom was the focus of an investigation.²⁰ The theory helps to explain the potential of collaborative writing when it is applied in the teaching learning process. Learning process is a social activity and is thus enhanced through social interactions. Through their social contacts, students learn new ideas and processes that stimulate their development.

According Lee collaborative writing is a set of writing technique convered in a system for the English language learner with different levels of capacities including those who have learning environment where students not only develop their writing skills but also critical thinking and decision making skills.²¹ In short collaborative writing can improve the students writing ability with different levels they can learn together and share the idea.

According to Graham and Perin collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It

²⁰Husein Meihami, (2015). "Languaging and Writing Skill: The Effect of Collaborative Writing on EFL Students' Writing Performance". *Advances in Language and Literary Studies*. ALLS 6(1):203-211 [Http//dx.doi.org/10.7575/aialc.all.v.6n.1p.203](http://dx.doi.org/10.7575/aialc.all.v.6n.1p.203). P.204

²¹Soraya, K. (2016). "The Effectiveness off Collaborative Writing Strategi (CWS) in Writing Lesson Regarded to the Students' Creativity." *Lingua Cultura*, 10 (2) 63-67. [Http://dx.doi.org/10.21512/lc.v10i2.898](http://dx.doi.org/10.21512/lc.v10i2.898) P.63

needs students' involvement when they are working as a team.²² It values the social nature of the writing process. It is in line with Harmer who says that collaborative writing is a way of planning, drafting, reflection, and revision by having students involved together in a process of writing²³ it seems that collaborative writing having students in a process of writing working as a team. Using collaborative writing the students writing is way step by step namely planning, drafting, reflection and revision.

Dale also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document.²⁴ It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. In short collaborative writing can improve the students writing ability while they are working together.

Based on some definitions it can be concluded that collaborative writing is a social process that encourages students because it involves students' social interaction when they work together in a group and the students can work together with different levels to improve the writing ability.

2. Procedure of Collaborative Writing

When teachers try to put collaborative writing as a technique in teaching writing to students, it is better to consider how to organize the students into

²²Graham and Perin, Dolores. *Writing Next: Effective Strategi to Improve Writing of Adolescents in Middle and High School*. New York:Aliance. P.4

²³Harmer, J. (2004). *How to Teach Writing*. Edinburg: Pearson Education Ltd. P.12

²⁴ Dale, Helen. (1997). *Co-Authoring in the Classroom: Creating an Environment for Effective Collaboration*. Theory & Practice Research into Practice. Illinois: Viewpoints. P. 11

groups and the writing activities. The students need some more direction to go with the activities and the teachers as a facilitator will provide it. According to Dale there are five points to be taken into consideration when teachers organize collaborative writing in a classroom²⁵

1) Forming groups

Forming groups is done when teachers put students in a diverse group. It is a teachers' task to arrange them into different groups because if students form their own groups, they tend to make homogeneous ones. One consideration to form diverse groups is that it creates a positive group that enhances each member to interact with partners and assert their individual view.

2) Providing time

Since collaborative writing a bit takes time, that time must be provided for students. Students will have chance to assign their works and make their own discussion.

3) Primary-writer system

This activity is when teachers need to set certain tasks which make students contribute to their works.

4) Assignments

There is not one kind of assignment that works best for a collaborative writing. A set of assignment for an entire class is no longer the main importance because it may be different among the groups of students. Each group could write different

²⁵ Dale, *Op.Cit.*, P. 15

works within the same or different genres. For that reason, having each group decide on its own topic is certainly appropriate.

5) Focus on process

Since attention to writing process is a weakness to students who are early writers, collaborative writing with its emphasis on process, can be an effective means of teaching writing process. It offers the students to learn strategies from each other. The above important points transform the needs of the teachers to effectively organize collaborative writing in a classroom. It can be inferred that through the activities in collaborative writing, the teachers help students to keep a writing process moving forward. Therefore, to support the students to make connection between the process and the product of writing, it is necessary for the teachers to apply those activities in the classroom.

3. Advantages of Collaborative Writing.

Collaborative writing has many advantages as a functional unit of collaborative learning. Sherman states that in collaborative writing, the students are relying on peers for learning.²⁶ It means that students work together to teach one another, and they alternate between the roles of students and teacher. This technique combines elements of both motivation and cognitive approaches to collaboration. The technique also promotes cognitive processing of material using activities that are strongly linked to achievement.

Based on that statement, it can be concluded that collaborative writing technique has some advantages such as : (1) It can promote effective learning; (2)

²⁶Sherman. *Constructivist Pedagogy for Teaching Educational Psychology*, Available at: <http://www.users.muohio.edu/shermalw/aera91aa.html#dec>.

It can combine both motivational and cognitive approaches to collaboration; (3) It can promote cognitive process through a structured approach to teaching and learning within a tutoring context; (4) It can promote the students' achievement and the students' self confidence.

4. Disadvantages of Collaborative Writing

There are some disadvantages of collaborative writing²⁷:

1. May not clearly represent group's intentions and less consensus produced.
2. Lose sense of group, subsequent writers may invalidate previous work, lack of consensus, version control problems, inefficient, and one person bottlenecks.
3. Writers can be blind to each other's work, redundant work can be produced if poorly planned, stylistic differences, potential information overload, and does not recognize individual talent differences well.

Based on the explanation about the researcher concluded the advantages of collaborative writing are: (1) Not clearly represent group (2) a conflict with personal learning style. (3) Issues of fairness.

5. Teaching Procedure by Using Collaborative Writing

This is some step to teaching writing procedure text by using collaborative writing can be implemented through the following procedure which is modified from Dale's theory of using collaborative writing:

²⁷Sukirman. *Using Collaborative Writing in Teaching Writing*. (Palopo : State Islamic University Palopo : 2016) P.13, Available on <https://media.neliti.com/media/publication/223665-using-collaborative-writing-technique.pdf>.

a. Forming Group

- Teacher asks the students to make a group consist of 4-5 members.

b. Providing Time

- students have time to dicuss what the topic and detail information that they will write.

c. Primary- Writer Sistem

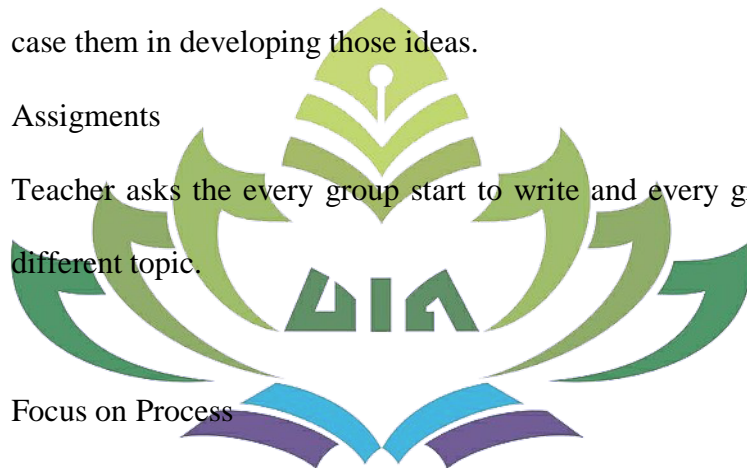
- Together, students organize their ideas and create an outline. After having a brainstorming they put their ideas into an outline or draft to case them in developing those ideas.

d. Assigments

- Teacher asks the every group start to write and every group write with different topic.

e. Focus on Process

- Students divide up to the outline, selecting or assigning sections for each student to write initial draft individually. After dividing the outline.
- Teams read first draft and discuss and resolve any significant disparities in voice, content, and style. each member share their opinion and give feedback to improve their work.
- Teams combine individual section into a single document. After having a discussion then students combine their individual work a single document.



- Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation. In the final editing students discuss again about their work. Students have a pair checking for aspect in their writing.
- After the final edit, teams submit their papers to the teacher to the assessment and evaluation.

Based on that explanation about step of teaching writing using collaborative writing the researcher concluded that using collaborative writing the students can write with the writing process like planning, drafting, revising and editing in order to produce a desired writing.

G. Concept of Free Writing Technique

1. Definition of Free Writing Technique

Free writing is a technique in which students are asked to prepare a blank piece of paper and asked to write freely as they want without regard for spelling, grammar and topics, for ten minutes. Ten minutes is a time for student to write the about the topic. Free writing is the writing you do without having a specific outcome in mind. You simply write down whatever pops into your head as you explore your topic.²⁸ Therefore, free writing is a result of ideas from the writers' brain, then getting out into written form.

²⁸Randall Vander Mey, *et.al*, *The College Writer: A Guide to Thinking, Writing, and Researching*, (Canada: Lyn Uhl), P.36

Learners use the patterns they have developed to write an essay, letter, and so forth.²⁹ Free writing is used to produce new ideas from the authors to be an essay, letter, etc. Therefore, free writing is the easiest way to get words on paper and the best all-around practice in writing.³⁰ It means that, free writing is the easiest way to get the best idea in writing.

Based on explanation above, the researcher concludes that free writing is the easiest technique for teaching writing to write freely whatever the ideas that comes from the writer's mind to write into written form.

2. Procedure Using Free Writing Technique

There are procedures using free writing technique as follows:

- a. Write the topic at the top of your paper.
- b. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- c. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
- d. Take that main idea and writing again.³¹

3. Advantages and Disadvantages of Free Writing Technique

a. Advantages of Free Writing Technique

There are some advantages of using free writing are as follows:

²⁹Jack C. Richards, *SecondLanguageWriting*,(New York: Cambridge University Press, 2003), P.4

³⁰Peter Elbow.*Writing with Power Techniques for Mastering the Writing Process*.(New york: Oxford University Press, 1998), P.13

³¹*Op. Cit*, P.34

- 1) Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing: finding words in your head and putting them down on a blank piece of paper.
- 2) Free writing help you learn simply to get on with it and not be held back by worries about whether these words are good words or the right words.
- 3) Free writing exercises are push-ups in withholding judgment as we produce so that afterwards we can judge better.
- 4) Free writing helps we learn to write.
- 5) Free writing helps we learn to just say it. Regular free writing helps make the writing process transparent. Free writing is a useful outlet. We have lots in our heads that makes it hard to think straight and write clearly: we are mad at someone, sad about something, depressed about everything.
- 6) Free writing helps you to think of topics to write about. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feelings, or people that are just asking to be written about. Free writing gives practice in this special mode of focusing-but-not trying; it helps you stand out of the way and let words be chosen by the sequence of the words themselves or the thought, not by the conscious self.³²

³²Peter Elbow, *Writing with Power Technique for Mastering the Writing Process*, (New York: Oxford University Press, 1998), PP.14-15

b. Disadvantages of Free Writing Technique

The disadvantage of using free writing is Free writing brings a surface coherence to our writing and it does so immediately. We cannot write really incoherently if we write quickly. We may violate the rules of correctness, we may make mistakes in reasoning, we may write foolishness, we may change directions before writer have say anything significant.³³ Therefore, in free writing, the writer cannot write correctly because the writer has not long time to check their grammar.

4. Teaching Procedure Text using Free Writing

This is some step to teaching writing procedure text by using free writing following from elbows's theory of using free writing:

- a. The teacher explain about procedure text.
- b. The teacher ask the students to make a procedure text.
- c. The students write a topic on the paper.
- e. The teacher ask the students to write as much as they can. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- f. After the students has run out of ideas, reread their paper and circle the main idea(s) that you would like to develop.
- g. Teacher ask the students to take that main idea and writing again.

³³Peter Elbow, *Ibid*, P.16

H. Frame of Thinking

English is one of international languages that must be mastered. The people use it to interact and communicate each others, In Indonesia, English has been taught in Indonesia since junior high school. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Writing is the last skill of English subject. Most of students say that writing is the most difficult skills in English. Writing becomes the difficult skill because it contains of some component of the language that should be mastered by the students such as spelling, grammar, punctuation, and others. Besides, writing is also the way to communicate with other people through piece of paper. In writing, the students are going to write about their idea, minds, feelings, and others in order to communicate or give the information.

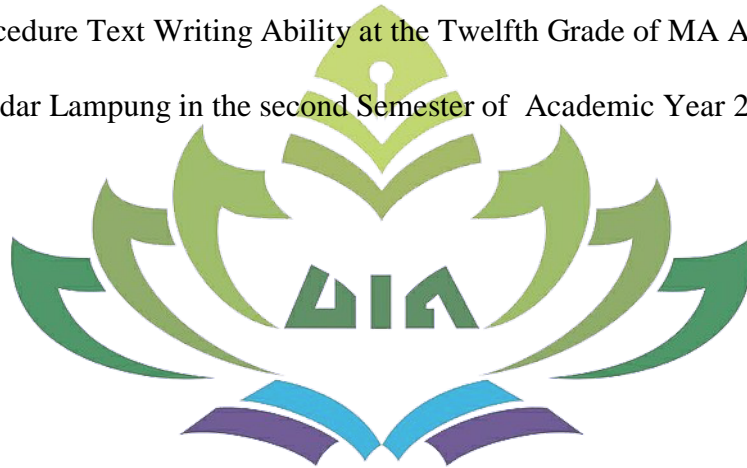
English, especially writing, is a difficult subject to be learn. In order to help the students in learning writing, an English teacher must have a good technique to teach. In this research, the researcher is going to teach the students by using collaborative writing in teaching writing procedure text. Same as other writing, procedure text also need an idea to write. By using collaborative writing technique, the students can learn more actively and more creatively. Collaborative writing can help the students in exploring the idea. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing procedure text, the writing assumes that using collaborative writing technique can give influence to the students' procedure text writing ability.

I. Hypothesis

Based on that theory and statement, the researcher purposes the hypotheses as follows:

Ha: There is a significant Influence of Collaborative Writing towards Students' Procedure Text Writing Ability at the Twelfth Grade of MA AL-HIKMAH Bandar Lampung in the second Semester of Academic Year 2018/2019.

Ho: There is no a significant Influence of Collaborative Writing towards Students' Procedure Text Writing Ability at the Twelfth Grade of MA AL-HIKMAH Bandar Lampung in the second Semester of Academic Year 2018/2019.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Experimental design is the traditional approach to conducting quantitative research. Arystates that experimental designs is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² It means that we do not have the opportunity for random assignment of students to special groups in different conditions because it would disrupt the classroom learning.

¹Donal Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p. 301

² John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

In this research, the researcher applied two classes, first class as a control class and second class as an experimental class. The researcher was used pre-test and post-test group design.³

The research design as follows:

$G_1 = T_1 \quad X \quad T_2$

$G_2 = T_1 \quad O \quad T_2$

Where:

G_1 : The first group (Experimental class)

G_2 : The second group (Control class)

T_1 : Pre-Test. This is given to see the students' initial ability

T_2 : Post-Test. This is given after the treatment to see the result after applying the treatment

X : Treatment by using collaborative writing

O : No treatment, but Teaching using free writing technique

In this research the researcher used two classes as the sample consisting of experimental class and control class. The experimental class was taught by using collaborative writing as a treatment (X) and the other class as a control class was taught by using free writing technique (Y). In this research, the two groups were given pre-test before treatment to know the students' early achievement in writing procedure text. After that, two groups were given post-test after treatment.

³ *Ibid*, p. 309

B. Variables of the research

In this research there are two variables, namely:

1. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. Independent variable in this research is Collaborative Writing (**X**).
2. Dependent variable is variable which is observed and measure to determine the effect of the independent variable. Dependent variable in this research is the students' procedure text writing ability (**Y**).

C. Operational Definition of Variable

The operational definitions of this research as follows:

1. Collaborative Writing Technique is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students' involvement when they are working as a team. In this research the researcher used collaborative writing to teach procedure text at twelfth grade of MA Al-Hikmah Bandar Lampung
2. Students' procedure text writing ability is the student's ability to produce or compose a procedure text correctly. It can be shown by the procedure text they made about how make something, which fulfills the criteria of good procedure text as the correct use of generic structure and correct grammatical pattern, vocabulary, usage, and mechanic. The topic in this research was how make fried rice and how make fried chicken.

D. Population, Sample and Sampling

1. Population

According to Creswell, population is group of individuals who have the same characteristic.⁴ The populations of this research were all students at the first semester of The twelfth Grade of MA Al-Hikmah Bandar Lampung in the academic year 2018/2019. The total numbers of population were 86 students in 3 classes could be seen from the table below:

Table 1
Total Students at first Semester of the Twelfth Grade of MA
Al-Hikmah Bandar Lampung in the Academic Year 2017/2018

Number	Class	Gender		Number of Student
		Male	Female	
1	XII IIA	11	17	28
2	XII MIA	13	17	30
3	XII IIS	11	17	28
Total				86

Source: Document of students at the Twelfth Grade of MA Al-hikmah Bandar Lampung.

2. Sample

Creswell states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵ It can be elaborated that sample is a group of individuals as a part of population which is chosen as representative data of the whole population. Based on the definition above, sample is the several of population that represented the population that researched. The sample of the research were two classes, one class as the experimental class and another class as the control class. There are three classes

⁴*Ibid.*,P.142

⁵*Ibid*

of the twelfth grade of MA Al-hikmah Bandar Lampung, and the researcher took two classes one class as experimental class and another as control class.

3. Sampling Technique

In choosing the experimental class and control class, the researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).⁶ Furthermore, Kothari says, if the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters.⁷ Based on the statement the researcher concluded that using cluster random sampling to choosing the sample of this research.

Steps in determining the experimental class and control class are as follows:

- a. The researcher was written names of classes, they XII MIA, XII IIS and XII IIA in small piece of paper.
- b. The researcher was made a kind of lottery. Then, the researcher will roll them up and put them into a glass.

⁶ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Azghar Razavieh, *Introduction Research in Education, Eighth Edition* (Belmont: Wadsworth, 2010), P.637

⁷ C. R. Kothari, *Research Methodology, Methods and Techniques* (New Delhi: New Age International Publishers, 2004), P. 65

- c. After that, the researcher was shaken and chose an experimental class first by putting one of them out the glass randomly. The class which come out of the glass become the experimental class and the experimental class was XII IIA.
- d. Next, the researcher was done the same way to choose the control class. The class which come out of the glass become the control class and the control class was XII IIS.

E. Research Procedure

Some procedures that applied in conducting this research as follows:

1. Finding the subject of research

The researcher chose the students of twelfth grade of MA Al-hikmah Bandar Lampung as a subject of the research. One class was experimental class and one class was control class.

2. Designing the instruments of the research

The instrument of this research used writing test. The students got the same instrument for both classes in several topics.

3. Administering pre-test

The pre-test used to find out the students' ability. Here, the students were assigned to write the procedure text related the topics such as:

- a. How to make fried rice
- b. How to make fried chicken

4. Conducting treatment

Treatment was given in three meetings. In the treatment, the researcher as the teacher is going to teach the students collaborative writing in experimental class and using free writing in control class.

5. Administrating the post test

Post-test was conducted after the treatments. This test is aim to know the students' procedure text writing ability after giving the treatment. In this test, the students were given the topic. Then the students made the procedure text related to the topic. The topics namely:

- a. How to orange juice
- b. How to make avocado juice

6. Analyzing the result of post-test

In analyzing the result, the researcher compared the result of post-test between experimental and control class to see whether the post-test's score of experimental classes higher than control class.

F.Treatment for Experimental Class

In the first meeting, the researcher asked some question related to the collaborative writing and procedure text. Then the researcher explained about procedure text and collaborative writing. It is done in order to know how far the students understanding about procedure text and collaborative writing. After that the researcher try to teach procedure text using collaborative writing.

In second meeting, the researcher accompanied by teacher given the treatment about procedure text using collaborative writing after that the researcher asked the students to use this technique.

In the third meeting, the researcher without the teacher given the explanation more clearly about collaborative writing and how to use this technique in writing procedure text after give the explanation about procedure text, the researcher divided the students into groups that consist of four until five students in a group. Every group make a procedure text. Finally, the result is going to be presented in front of the class and will be scored based on the criteria of good writing.

G. Data Collecting Technique

Some techniques that used in collecting data namely:

1. Pre Test

The pre test was given before treatments. The pre test gave to the students in control class and experimental class to measure their procedure text writing ability before treatments. In pre test the researcher asked the students to write procedure text appropriate the topics.

2. Post Test

The post test was given after the students give the treatments. The post test was given the students in control class and experimental class to measure their procedure text writing ability after treatments. In post test the researcher asked the students to write procedure text appropriate the topic and 60 minutes for time allocation.

H. Research Instrument

The research instrument that was used in this research is writing test. The researcher asked the students to make the procedure text appropriate the topic in 60 minutes. The researcher made two instruments, namely pre test and post test.

1. Pre-test instrument

- a. How to make fried rice
- b. How to make fried chicken

2. Post-test instrument

- a. How to make orange juice
- b. How to make avocado juice

The researcher chooses the topics because the topics corresponds with the syllabus.

I. Scoring Scale for Evaluating Students' Writing Procedure Text Ability

The followed blue print of writing test. In this research to get the students score there were two rater. The teacher as rater 1 and the researcher as rater 2.

The score was calculated based on the following scoring systems proposed by

Christoper Tribble.⁸

a. Task Fulfillment / Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most

⁸Christopher Tribble, 1996, *Language Teaching Writing*, Oxford, Oxford University, P.130.

16-12	content relevant to the topic; reasonably accurate detail.
11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
7-5	Very poor : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very repeated; almost no useful detail
4-0	Inadequate : Fails to address the task with any effectiveness

b. Organization

20-17	Excellent to very good : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average : Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
11-8	Fair to poor : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)
7-5	Very poor : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate : Fails to address this of aspect of the task with any effectiveness

c. Vocabulary

20-17	Excellent to very good : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-12	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-8	Fair to poor : limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
7-5	Very poor : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of

	register
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

d. Language

30-24	Excellent to very good : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
23-18	Good to average : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
17-10	Fair to poor : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
9-6	Very poor : major problems with structures-even simple ones; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
5-0	Inadequate : Fails to address this aspect of the task with any effectiveness

e. Mechanics

10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
1-0	Very poor : : Fails to address this aspect of the task with any effectiveness

Final Score = C + O + V + L + M

Note :

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanic (10)

J. Validity, Reliability, and Readability of the Test.

1. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁹ Best and Kahn say that a test is valid if it is measures what it claims to measure.¹⁰ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher will used the content and construct validity.

a) Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.¹¹ It means that the content validity is based on the material, and the material is

⁹Hughes Arthur, 2003, *Testing for Language Teacher Second Adition*, Cambridge, Cambridge University Press, P.26

¹⁰John W. Best and James V. Kahn, 1995, *Research in Education*, New Delhi, Prentice-Hall, 7th ed. P. 218

¹¹Ibid, JhonW.Best. P.219

agreement with the objectives of learning. So, the material that was taught must be appropriate with the syllabus. (It can be seen in Appendix 7)

b) Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹² It means that construct validity is focused on the aspects of the test which can measure the ability especially for writing procedure text ability.

In this research, the researcher made a procedure text test that can measure the students' writing procedure text ability referring of the some criteria of writing procedure text's scoring rubrics. They were consist of content, organization, vocabulary language and mechanic. The researcher was consulted the instrument to the English teacher of MA Al-Hikmah Bandar Lampung to made sure whether the instrument has been valid or not.(It can be seen in Appendix 10)

2. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹³ A good test must have high reliability besides having high validity. To get the reliability of the test, the writer used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that

¹²*Ibid*

¹³Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p. 154

are gotten by two raters or more simultaneously. They are teacher and the researcher.

Furthermore, to know the degree of the level of reliability of written, the writer will consult the criteria of reliability as follows:¹⁴

Reliability coefficient 0.8 – 1.0 is very high

Reliability coefficient 0.6 – 0.8 is high

Reliability coefficient 0.4 – 0.6 is fair

Reliability coefficient 0.2 – 0.4 is low

Reliability coefficient 0.0 – 0.2 is very low

The result from analyzing to the students' score of writing test in post test by using SPSS, the researchers got the result 0.885 of post test. Then, in the pre-test got the result 0.868. Based on the criteria of reliability the data is high reliability.

3. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.¹⁵ There readability of the writing was given to the some students in the twelfth grade as the test takers. The researcher was conducted readability in order to see the clarity of the direction and the clarity of the instruction and readability test will be conducted before the treatment which is given by the researcher.

¹⁴Suharsimi Arikunto, 2010, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, p.319

¹⁵Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 ISSN 1556-8180 August 2010

To know readability of the essay test instrument, the researcher followed Kouamé's research. Participants asked to evaluate instructions and the understand ability of each item on a scale of 1 to 10, where, 1 described an item that is easy to read and 10 described an item that is difficult to read.¹⁶ The questions are tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the researcher will measure mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁷ After giving the instrument of argumentative essay writing test to students out of the sample, the result of instrument readability shows that the instrument is readable. The result of readability test the mean of the items (instrument) of writing test was 1.88, its means that the instrument was readable.

¹⁶Julien B. Kouamé, *Loc. Cit.*, p. 133.

¹⁷*Ibid.*, p. 134

K. Data Analysis

After collecting the data, the researcher was going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfillment of the Assumptions

a. Normality Test

The normality test used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁸ In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of normality employing kolmogorov smirnov and shapiro wilk.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

¹⁸Budiyono, *Statistika Untuk Penelitian*, (Surakarta: University Press, 2004), p.170

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data homogenous or not. In this research, the writer was used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

2. Hypothetical Test

After the researcher knows that the data normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the writer was used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

Ha : There is a significant Influence of Collaborative Writing Technique
Towards Students' Procedure Text Writing Ability at the Twelfth Grade
of MA Al-Hikmah Bandar Lampung in the Academic Year of
2018/2019.

Ho : There is no a significant Influence of Collaborative Writing Technique
Towards Students' Procedure Text Writing Ability at the Twelfth Grade
of MA Al-Hikmah Bandar Lampung in the Academic Year of
2018/2019.



CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

The pre-test was administrated in order to know students' writing ability before the treatments were given. It can be seen from the pre-test score of students' procedure text writing ability in the control class and experimental class. At the first meeting the researcher conducted pre-test in order to find out the previous students procedure text writing ability. The pre test was administrated on Monday, August 13th, 2018 at 07.15 am – 08.45 am for the XII IIA as the experimental class and in control class at 10.30 am – 12.00 am. The scores of students' writing tested in pre-test in the experimental class and control class could be seen in Figure 1 and Figure 2.

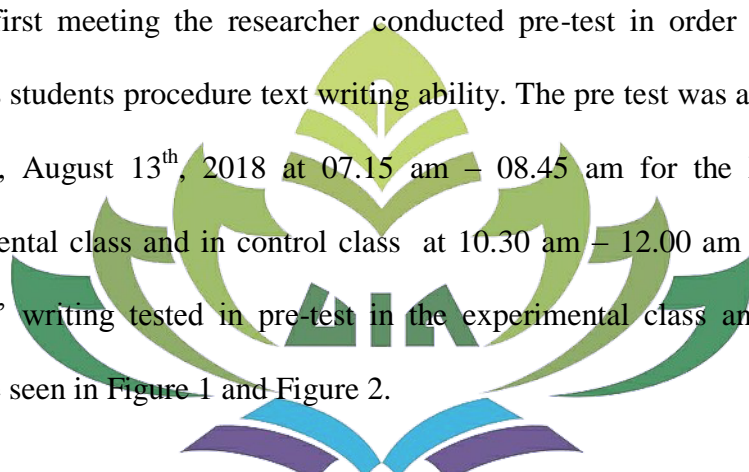
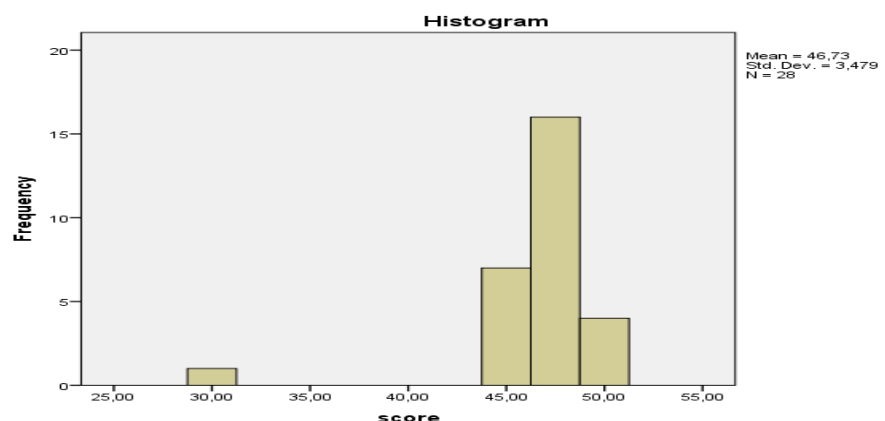


Figure 1

Graphs of the Pre Test Result in Experimental Class



Score of Pre-test in the Experimental Class

Based on figure 1, there were six students who got score 46, only one student who got score 50, there were six students who got score 47.5, there were two students who got score 46.5, only one student who got score 30, there were four students who got score 48, there were three students who got score 47, only one student who got score 48.5, there were two students who got score 49. And just only one student who got score 45.5 and 49.5. For the statistic of the result pre-test experimental class, it can be see on table3.

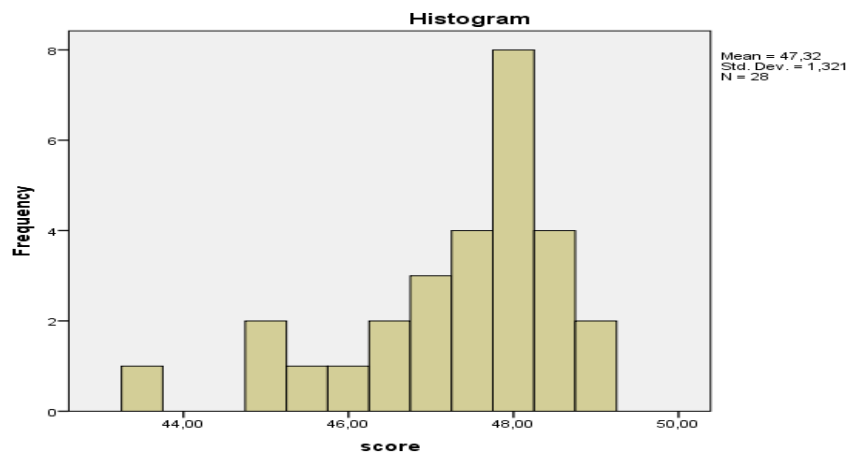
Table 3
Statistics of the Result of the Pretest of experimental class

Statistics	Score
Mean	46.73
Minimum	30.00
Maximum	50
Median	47.27

Based on table3, the mean of pretest in experimental class was 46.73, median was 47.27, minimum score was 30.00, maximum score was 50.

Figure 2

Graphs of the Pre Test Result in Control Class



Result of Pre test in Control Class

Referring to figure 2, it can be seen one student who got score 45.5, there were two students who got score 46.5, only one student who got score 43.5, there were three students who got score 47, one student who got score 45, there were four who got score 47.5, only one student who got score 46, there were eight students who got score 48, there were two students who got score 49. For the statistic of pre-test control class, it can be see on table 4.

Table 4

Statistics of the Result of the Pre test control class

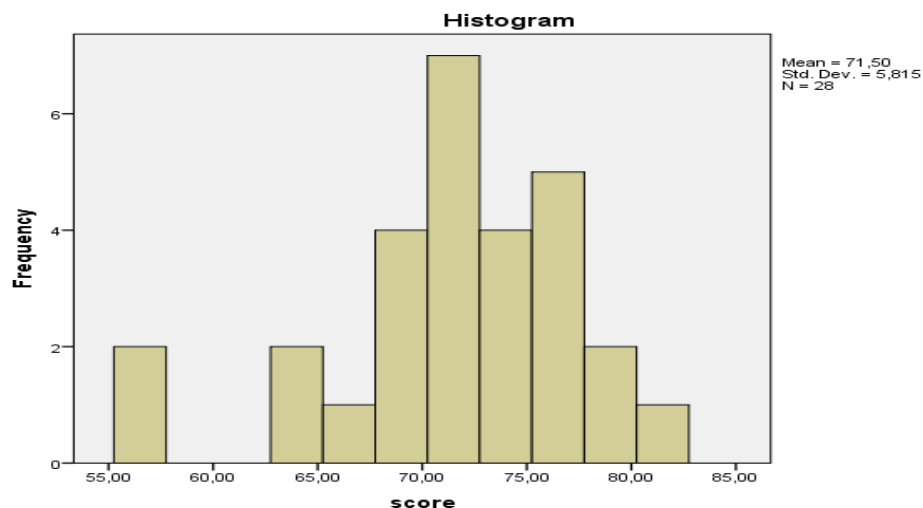
Statistics	Score
Mean	47.32
Minimum	43.50
Maximum	49.00
Median	47,67

Based on table4, the mean of pre test in experimental class was 47.32, median was 47.67, minimum score was 43.50, maximum score was 49.00

2. Result of Post-test

After conducting three meeting of treatment the researcher conducted the post test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. In experimental class the post test was conducted on Tuesday, August 28th, 2018 at 07.15 am – 08.45 am and in the control class at 10.30 am -12.00 am. The scores of students' writing tested in post test in the experimental class and control class could be seen in Figure 3 and Figure 4.

Figure 3
Graphs of the Post Test Result in Experimental Class



Result of Pre test in Experimental Class

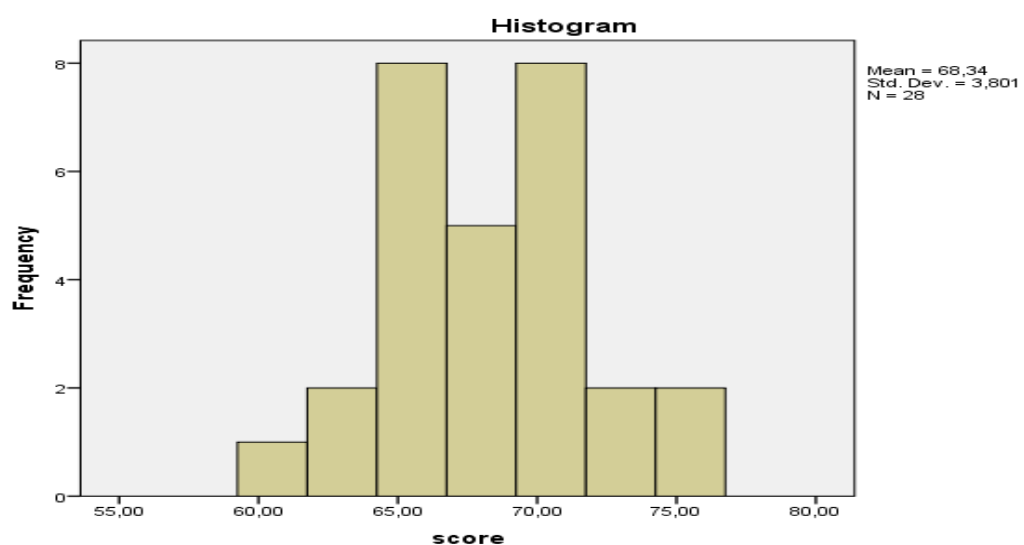
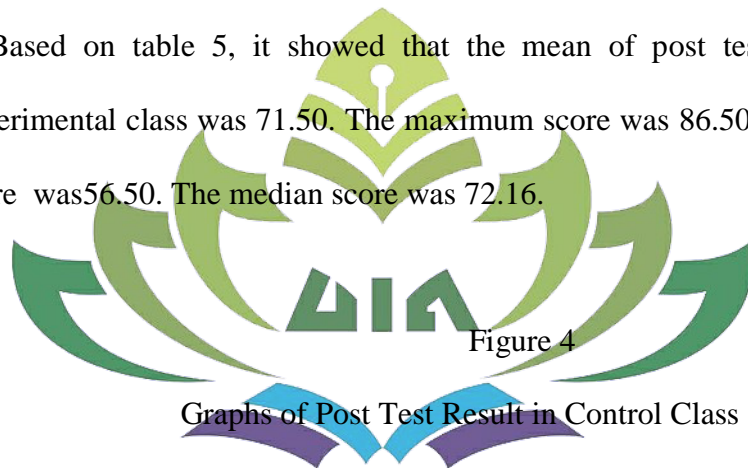
Base on figure 1, there were two who got score 71, only one student who got score 56.5, 63.5, 72.5, 77,75, 73, 64.5, 70.5, 69, 67, there were two students

who got score 75.5 and only one students who got score 70, 57.5, 72, 71.5, 73.5, 68.5, 72.5, 81.5, 74.5, 76, 69.5, 76.5, 78, 79. For the statistic of the result post test experimental class, it can be see on table 5.

Table 5
Statisticsof the Result Post test experimental class

Statistics	Score
Mean	71.50
Minimum	56.50
Maximum	86.50
Median	72.16

Based on table 5, it showed that the mean of post test score as the experimental class was 71.50. The maximum score was 86.50. The minimum score was 56.50. The median score was 72.16.



Result of Pre test in Control Class

Based on the figure 4, there were one student who got score 72, there were two students who got score 76.5, there were one student who got score 60.5, there were two students who got score 67, only one who got score 70.5, 62.5, 67.5, 64.5, 72.5, 70, 62, there were three students who got score 66.5, there were four students who got score 71, there were 3 students who got score 66.5, there were four students who got score 66 there were two students who got score 69.

Table 6
Statistics of the Result Post test control class

Statistics	Score
Mean	68.34
Minimum	60.50
Maximum	76.50
Median	68.00

Based on table 6, the mean of post test in control class was 68.34, median was 68.00, variance was 3.800, minimum score was 60.50, maximum score was 76.50. It can be seen in appendix 24.

B. Data Analysis

1. Fulfillment of the assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In order to get a certain distribution of the data, the researcher did some test and homogeneity test.

a. Result of Normality Test

The Normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS 22 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The test of normality test. The test of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 4
Normality of the Experimental and Control Class

Tests of Normality				
	Group	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Score	1,00	,119	28	,200 [*]
	2,00	,076	28	,200 [*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Related on the Table 4, it can be seen that Sig. (p_{value}) in table of kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that Sig. (p_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution.

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

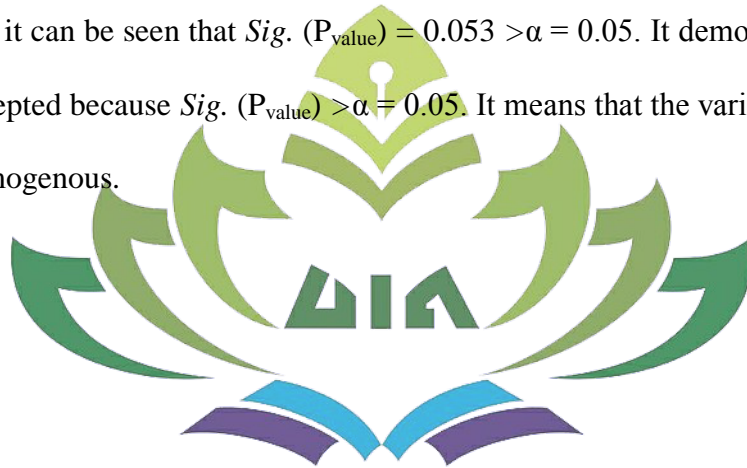
H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

Table 5
Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
3,906	1	54	,053

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that $Sig. (P_{value}) = 0.053 > \alpha = 0.05$. It demonstrated that H_o was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.



2. Result of Hypothetical Test

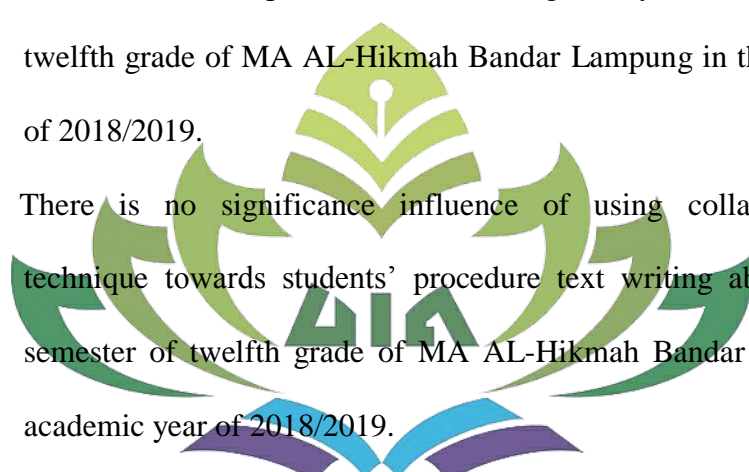
a. Hypothetical test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by independent t-test for hypothetical of test.

The hypotheses as followed:

Ha : There is significance influence of using collaborative writing technique towards students' procedure text writing ability at the first semester of twelfth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019.

Ho : There is no significance influence of using collaborative writing technique towards students' procedure text writing ability at the first semester of twelfth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019.



The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

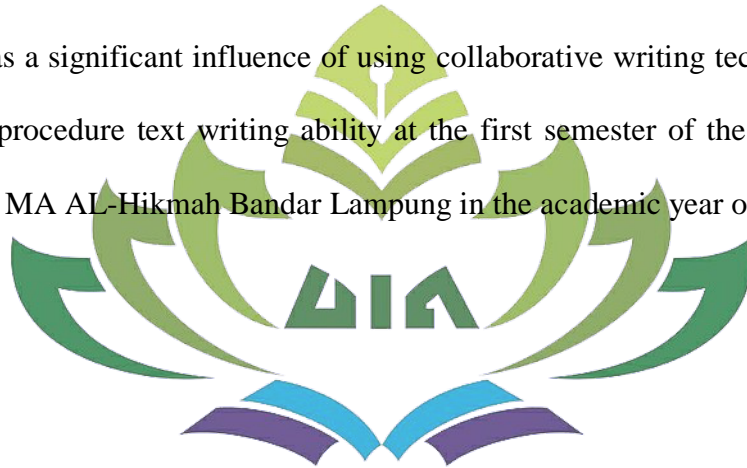
H_a is accepted if $Sig. \geq \alpha 0.05$

H_o is accepted if $Sig. < \alpha 0.05$

Table 6
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
3.906	54	.007

Based on the result obtained in the independent sample t-test in the Table 6 that the value of significant generated Sig. (P_{value}) = 0.007 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using collaborative writing technique towards students procedure text writing ability at the first semester of the first of twelfth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019.



3. Discussion

Referring to the result of research, it shows that collaborative writing could give influence to the students' procedure text writing ability. It could be seen from the result that the students' post-test in experimental class was higher than in control class, besides four square writing could improve each aspect of students' writing ability including vocabulary, content, organization, mechanics and language.

Based on the finding of the research, there was any significant influence of using Collaborative Writing Technique on the students Procedure text writing ability. It showed by conducted three meetings for treatment. The students were taught Collaborative Writing could understand how to make text procedure well and built students' self confidece were active in the class.

From the result, Collaborative writing is a technique for writing especially on procedure text to help the students to planning, drafting, revising and editing in order to produce a desired writing. Collaborative writing technique is part of cooperative learning, is an effective technique in the influence students' to improve the students' writing ability with different levels they can learn together and share the idea. Collaborative writing is starts with forming group, providing time, primary-writer system, assignments and focus on process. It supported by Lee collaborative writing is a set of writing technique convered in a system for the English language learner with different levels of capacities including those who have learning environment where students not only develop their writing skills but also critical thinking and decision making skills. According to Graham and Perin

collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students' involvement when they are working as a team. Dale also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document.

It was also supported by another research was conducted by supiani entitled "Improving Students' Writing Ability in Writing Descriptive Text Throught Collaborative Writing Technique", also showed that the students were positively and significant improved after they had been taught by Collaborative Writing Technique.

Similar research was conducted by Utami entitled "Improving Students' Writing Skill on Recount Text through Collaborative Writing Technique towards Students' Eight Grade of SMP N 2 Sentolo in Academic Year 2011/2012 ". which showed that the result of the mean of students' score, namely: the mean of first evaluation (62.14) sharply increased to the mean of second and third evaluation, which have 71.55 and 77.09 respectly score continously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of Collaborative Writing Technique

According to the result of the data analysis by using SPSS, the result showed that the mean score of post test between experiment class and control class were slightly different. The score of post test in experimental class showed mean was 71,50 and the score of post test in control class showed mean was 68,33. It

means that the students' score has increased after giving the treatment. Next, the researcher analyzed the data of normality test score and it showed that the data were normal.

After looking at the data normality test which the data were normal. The researcher tested the data by using shapiro-wilk. Shapiro wilk included parametric statistic which was used to test the data with the normal distribution data.

Based on the analysis of the data and the testing of hypothesis, the result of independent sample t-test was null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using collaborative writing technique towards students' procedure text writing ability, so alternative hypothesis is accepted. The result of the data analysis showed that collaborative writing technique in teaching procedure text writing ability can be implemented. The technique encouraged the students to be more active and motivated in learning writing, especially in procedure text writing ability. And also it could be used in teaching variety of language.

In conclusion, the researcher concluded that collaborative writing was more helpful to be used for the students to help them built their writing ability than using free writing . It was because collaborative writing is not only individually but also in group, so the students would be more confident to write what they want to write and express idea in the written form. So finally there was any significant Influence of Using Collaborative Writing Technique towards Students' Procedure Text Writing Ability at the First Semester of MA- Alhikmah Bandar Lampung in the academic year of 2018/2019.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is significant influence of using collaborative writing technique towards students procedure text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, it means that the researcher assumption is true that is to say, collaborative writing can give a significant influence towards students procedure text writing ability.

It was supported by the score achieved by that students in which they got higher scores after the researcher gave the treatment by using collaborative writing as a technique to teaching writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.007 it is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follow :

1. Suggestion to the teacher

The researcher suggests between the teacher and the students have good cooperation in order to be success in teaching and learning process. It will be better for teacher if she uses appropriate technique in teaching writing. The appropriate technique will make the students interested in learning material. The researcher suggests to the teacher to use collaborative writing to teach writing especially in procedure text.

2. Suggestion for the students

The researcher recommends the students to consider the importance of mastering English especially to write. Instead of thinking that are lazy and difficult to write. Besides, the students are advisable pay attention when the teacher's explanation. Not only that, the students are not shy to ask the teacher if they do not understand about the material that has been given and the students should study hard and practice more in writing English to improve their writing ability. They also should be active and creative in learning activity.

3. Suggestion to the Further next Research

In this research the researcher focused on the influence of using collaborative writing technique towards students procedure text writing ability in senior high school. Therefore, it is suggested for the next researcher to investigate the

influence of other technique towards other English skills such as listening, speaking, or reading.



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